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ABSTRACT

The recommendations and conclusions of a conference on globalizing American higher education are summarized. In the area of international studies, the recommendations focus on curriculum development, faculty incentives, administrative structure, interinstitutional linkages, and evaluation. In the area of foreign languages, it is recommended that second language proficiency pervade the higher education community. To achieve that goal, emphasis is laid once again on faculty incentives and on contacts between academia and other levels of education, government, and the public. In general, the development of international awareness and foreign language competency is viewed as the outcome of an effort to introduce global principles into education as a whole, so that they are no longer something "extra." (JB)

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TOWARD EDUCATION WITH A GLOBAL PERSPECTIVE

A report of
The National Assembly on Foreign Language and International Studies

Wingspread Conference Center
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October 30-November 1, 1980

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with assistance from

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Preface

The National Assembly on Foreign Language and International Studies in Higher Education was called at the Wingspread Conference Center of the Johnson Foundation to consider ways to help colleges and universities strengthen their academic programs in foreign languages and international studies. The Assembly, sponsored by the Association of American Colleges (AAC) with the cooperation of ten other education associations, considered as the basis for its discussion the report of the President's Commission on Foreign Language and International Studies—"Strength Through Wisdom: A Critique of U.S. Capability."

Over sixty participants from higher education, government, and business spent three days, October 30 to November 1, 1980, in intense discussion and drafting. Following a keynote address by Richard Berendzen, president of American University, the participants worked in five small task groups, all addressing the same agenda, to develop recommendations for final consideration and approval by the Assembly. The closing hours of the Assembly included remarks by Allen Kassof, Executive Director of the National Council on Foreign Language and International Studies. This report which is the result of the National Assembly's deliberations, addresses the higher education community and makes a series of recommendations for improving foreign language and international studies on the campuses of the country. It is intended both as a guide to colleges and universities and as a stimulus for further discussion.

The Assembly accepted as a given that international knowledge and understanding and language proficiency are integral to a liberal education and moved toward a more general rationale and framework for its recommendations. The concept of a "global perspective" includes proficiency in foreign languages, international understanding, awareness of other cultures and peoples, and recognition of the multilingual, multicultural, and ethnic influences at home and abroad. A global perspective also includes the competence to live and work with other peoples, cultures and issues, not just to understand them. The concept, as used here, does not include studies by majors in international relations or graduate and professional programs in international education. Rather, the concept aimed at bringing into all of undergraduate education an understanding of the issues which confront all Americans within and beyond our borders.

In addition to the report of the President's Commission, discussions were stimulated by four action papers prepared specifically for the Assembly.

Support for the Assembly was provided by the Johnson Foundation, which provided the Wingspread Conference Center, Racine, Wisconsin, as the meeting site, and by the Exxon Education Foundation and the National Endowment for the Humanities which provided financial assistance.

TOWARD EDUCATION WITH A GLOBAL PERSPECTIVE

International understanding and language proficiency have become essential in an interdependent world, where each country's survival depends on its ability to understand and cooperate with other nations. Issues of peace, economics, and global harmony hinge on the strengthening of ties among people of diverse cultures. International trade and domestic employment, energy resources and foreign markets, diplomacy and cross-cultural interactions all require greater understanding of how other people think and live. International understanding and cooperation become as pragmatic as redressing the balance-of-payments deficit, as humanitarian as dealing with global hunger and disease, as crucial as avoiding war, and as humanistic as promoting a world of fully educated women and men.

Such goals cannot be achieved in the United States without a concerted effort to build a global perspective into the educational system—preferably from elementary school through postsecondary education. Such a focus would not only revitalize liberal learning and produce broadly educated, knowledgeable people, it would have highly practical results. Citizens educated for global awareness could help to build an emerging international economic and political order, could discuss issues of membership in a global society, and could take advantage of rich multilingual and multicultural resources of their own society. For, although it is clear that leaders in government, business, and education need to be proficient both in foreign languages and in understanding the cultures and worldviews of the nations and people with whom they deal, it is equally important for individuals from every level and sector of American life to be active and informed concerning international issues and the way other people live and think. An informed and concerned citizenry is necessary for national leaders to be fully effective in international affairs.

Although the Assembly's report is addressed particularly to higher education institutions, it is the responsibility of the entire American educational system—elementary, secondary, collegiate, graduate, professional, and vocational—to prepare informed citizens and effective national leadership. Moreover, the educational system should work more closely with business, the public, government agencies, legislative bodies, labor unions, the media, and other community groups in the design, support, and implementation of international education and language studies. While the need for experts is important, this report focuses instead on education for citizenship and leadership. Noting the desirable diversity in American higher education with its more than 3,000 entities, the Assembly does not present its recommendations to particular groups within higher education, but to the system as a whole.

The Assembly wishes to recognize the accomplishments that have already been made and particularly commends the work of the President's Commission on Foreign Languages and International Studies. But where the Commission addressed the problems and deficiencies that the nation suffers in the area of international studies and foreign languages, this Assembly focuses on

what higher education can do to redress those deficiencies. Institutions and departments, individual professors, administrators, and students already contribute to international understanding. Model programs have been described in the background papers of the President's Commission, in **The Forum for Liberal Education** of the Association of American Colleges, and by the Council on Learning's project, "Education and the World View."

Much remains to be done, however. An effective international program will not be built in a day or a year, but perhaps could be constructed in a decade. While outside funds are needed to stimulate change and innovation, primary reliance must be placed on existing resources and institutional funds, including those provided on a regular basis by the state legislatures for public higher education. Developing a curriculum with an international perspective will require modifications of existing courses, replacement of obsolete courses, and reallocations or recombinations of resources, perhaps through cooperation and coordination with other institutions.

Increased emphasis must be placed on encouraging faculty, the essential component of the institutions, to participate in international education and language studies. To do this requires the creation of an ethos of global perspectives on the campus through institutional leadership, constant publicity, and encouragement of staff, faculty, and student enthusiasm. Once established, such an ethos will give faculty an opportunity to take the leadership in the revitalization of curricula and programs in every area of higher education. This will involve not only those teachers who traditionally have fostered international studies, but also their colleagues who have not usually considered international studies to be of concern to them. This will set the stage for change. The needed changes will differ from setting to setting—from large to small campuses, from urban to rural institutions, from two- to four-year programs.

In making its recommendations, the Assembly emphasizes that an international curriculum integrates international studies, foreign language studies, multicultural/multilingual/ethnic studies, study abroad, and international educational exchanges. A fully integrated curriculum is required to produce a well-informed and proficient citizenry. It cannot be stated too strongly that international learning and language study must begin at an early age and cannot be postponed until the undergraduate years. Thus, the colleges must play a role in insuring that elementary and secondary schools are able to provide language and international studies for their students if there is to be a global perspective throughout the educational system.

International Studies

Educating for a global perspective requires that all persons develop:

- the ability to conceptualize and understand the complexities of the international system;
- a knowledge of world cultures and international events; and
- an understanding of the diversity and commonalities of human values and interests.

The implementation of an international educational perspective requires full faculty involvement and a recognition of the political realities and processes that affect campus change. Governing boards and chief academic officers are central to such change. While faculty initiatives in curriculum are essential, the overall campus leadership and an institutional commitment which this leadership manifests is of primary importance. In addition to curriculum issues, significant institutional decisions must be made about organizational structure, budgets, and faculty.

One sound approach to instituting the changes recommended in this report would be the creation of a task force which represents all interests within the institution. The task force would develop a complete inventory of resources available for program development and make recommendations to campus and outside authorities for short- and long-range program development. The task force, or any mechanism for dealing with international studies, will need to address the following:

Curriculum Development—Effective strategies may include infusing international perspectives throughout the curriculum or intensifying existing international studies programs.

Faculty Incentives—Institutions need to develop incentives for faculty to acquire or strengthen competence in international studies.

Administrative Structure—Institutions should consider the creation of a special administrative position, a permanent faculty committee, and a trustee committee to help foster the recommended changes.

Interinstitutional Linkages—Cooperation through consortial or other arrangements comprises an essential ingredient in strengthening international studies throughout the curriculum. Such arrangements should include higher educational and other private and governmental institutions in the United States and abroad to foster student and faculty exchanges and to maximize effective use of resources.

Evaluation—Mechanisms are needed to determine criteria and procedures for evaluating the success of international studies programs.

Following are more specific recommendations of the Assembly concerning international studies:

1. Faculty development is essential. Institutions should encourage faculty in all disciplines to increase their knowledge of other cultures and nations as appropriate to their fields of study. Colleges and universities should offer faculty members:

- various kinds of overseas assignments to enhance their knowledge of other cultures;
- clear support in the faculty reward structure; and
- incentives which could include small, or "seed" grants to encourage curricular innovation; and opportunities for leadership in professional associations to encourage the addition of international perspectives to the curriculum.

2. Universities, federal and state agencies, foundations, and associations should encourage and support faculty travel to study and teach abroad. Support also is needed to bring foreign scholars to the United States.

3. The federal government should revise tax laws that hamper the ability of American scholars and students who travel abroad to increase their international competencies.

4. Federal labor rules should be revised to enable visiting scholars in the United States to earn money so as to encourage their participation in helping institutions broaden opportunities for international study.

5. Programs should be developed that make use of existing resources to link, develop, and expand traditional disciplinary concerns rather than replacing them. The first curricular priority is to implant a strong international dimension into the core of general education requirements.

6. The curriculum should be expanded to introduce students particularly to non-western cultures. Greater focus is needed on the nations of Africa, Asia, and Latin America which provide the United States with critical natural resources as well as a growing number of U.S. citizens. Understanding the diversity of world cultures will help Americans understand the diversity of their own multicultural society.

7. Broad-gauged curriculum change should include new ways of organizing courses. An international dimension could be introduced into courses as units, as well as establishing additional courses that focus exclusively on international topics. International studies units should receive equal consideration in assignment of faculty, apportionment of budget, library acquisitions, and other factors.

8. Basic textbooks, particularly for standard introductory courses in key social science and applied disciplines, should be reviewed and perhaps revised to incorporate international materials as fundamental aspects of the disciplines, not just as comparative afterthoughts. To insure adoption, this task should be led by scholars of the highest calibre in cooperation with teachers at the levels for which the text is intended.

9. Study of the diverse linguistic and cultural stocks of our own society should be made an integral part of the curriculum of higher education. Higher education should promote closer linkages between programs that study foreign nations and cultures and those that study ethnic cultures within the United States. The increased proportion of ethnic minorities among student populations makes such integrated approaches increasingly relevant. Therefore, international studies as well as the general curriculum should include ethnic heritage and multicultural studies. Such integrated programs should focus on the multicultural concerns of modern American ethnicity

and the comparative study of ethnic identity in the modern world, including the role of languages. In addition, in business education there should be programs that focus on both U.S. business overseas and the immigrant workers in the United States. International studies should also include an analysis of media treatment of foreign areas and foreign and U.S. ethnic groups.

10. The international studies community should work to help the American Association of Colleges of Teacher Education to implement a requirement that multicultural education be part of the K-12 curriculum.

11. It is essential that successful practices and models of international curricula be disseminated widely. An important first step would be for higher education to devise ways to determine which innovative strategies are most effective in reaching its goals so that the effort may be cumulative. A series of careful studies evaluating the success or failure of various strategies in particular institutional settings should be launched quickly. The Association of American Colleges and other associations and foundations should disseminate information, hold workshops and conferences, and fund projects, all of which will inform and explain the approaches and models of international education which have worked. No universal solution exists, but many approaches do work. The use of such exemplars will provide the impetus and workshops will provide the replicable experience to maintain the innovation, enthusiasm, and leadership that are essential elements for the change required by new world realities.

National associations should collaborate to establish a national dissemination center for international studies programs and resources, preferably utilizing ERIC Clearinghouses and other existing national bodies or associations. Small dissemination grants should be made by appropriate federal and state agencies and private foundations for course models, modules, and syllabi that deal with global problems, other cultures, international curricula, and other innovations.

12. To foster broader international dimensions in the larger society, higher education institutions and associations should be committed to:

- developing media contacts and activities that include special programs for TV and radio, articles and series for local newspapers, coverage of campus international events and conferences;
- fostering closer linkages with secondary and elementary schools to help teachers, school boards, administrators, and parents meet the challenge of international perspectives in education by introducing international and mutlicultural dimensions in their offerings;
- extending the dialogue with the business community whose leaders are responding already to the requirements of a global society by cooperating in programs on many campuses; and
- encouraging leadership by disciplinary and professional educational associations in the form of action and publicity in favor of international and intercultural education. Lobbying to achieve this visibility

should be aimed at members of the American Council of Learned Societies, the Social Science Research Council, the Education Commission of the States, the National Association of State Boards of Education, the Council of Chief State School Officers, and others.

13. Given the diversity and geographic spread of institutions now engaged in developing international studies, it is necessary to explore collaborative strategies to make such efforts mutually supportive. Models of successful consortia, large and small, need to be catalogued, and practical advice should be given on how to create and sustain such mechanisms. Large institutions should be encouraged to make consortial arrangements with smaller institutions (less than 2,000 students) to help them develop faculty training and other programs which the smaller institutions could not create on their own.

In addition, ways need to be found to link highly disparate demands for instruction in a wide variety of study areas to the resources for teaching in those areas.

14. Where needed, extra encouragement should be offered to institutions which serve specific minorities, to inner city community colleges, to continuing education and to programs for other special clienteles such as ROTC students and military personnel pursuing higher education programs on and off campuses.

15. While primary responsibility and opportunity for strengthening global studies lies with the colleges and universities themselves, it is important that they encourage continued and increased federal, state, business, and foundation support for international and intercultural programs.

16. The Assembly strongly encourages the funding of Regional International Study Centers provided for in Sections 603 and 604 of the reauthorized Higher Education Act. As a beginning, at least twenty regional centers should be established, some of which should be located in the country or area which is being studied. The legislatively mandated outreach activities of these centers, among other activities, should focus on the in-service training of foreign language teachers at the elementary and secondary levels. The Assembly urges colleges and universities to develop contingency plans in case funding for the centers is delayed. Additional parallel and complementary centers should be created beyond those authorized by federal law.

In addition, the Assembly believes that the undergraduate international studies program of the Department of Education should continue to receive substantial funding in order to maintain the effort to infuse undergraduate education with an international dimension.

Foreign Language Studies

Although English is widely used in the world, Americans who rely on that fact are hampered in international discourse, whether it be for diplomatic, business, or cultural reasons. More Americans must learn to converse with citizens of other nations in their own languages. The inability to do this inhibits communication and understanding and implies arrogance. The United States itself is becoming a multilingual society. Americans should work towards making America a nation in which all citizens become proficient in more than one language.

The Assembly urges that higher education work toward realization:

- that all college graduates achieve functional competency in speaking, listening to, reading, writing, and understanding a second language;
- that language skills be measured in terms of proficiency levels rather than units of time spent in a classroom;
- that national standard measures be developed by the relevant professions as a first step to gauging proficiency levels;
- that colleges and universities encourage foreign language study throughout the disciplines, but particularly in programs with an international orientation or character, such as history, economics, political science, or anthropology;
- that higher education recognize its responsibility to encourage and assist the improvement of language teaching in elementary and secondary schools; and
- that language study be developed in combination with related fields, using, among other things, double majors, language concentrations with other majors, or language minors.

To achieve these goals, the Assembly recommends the following:

1. Colleges and universities should encourage faculties to become competent in a foreign language or to refresh their competency in languages studied previously and to introduce foreign language materials into substantive courses throughout the curriculum. To achieve these ends, higher education institutions ought to:

- Encourage faculty members to undertake various kinds of overseas assignments to enhance their linguistic abilities. This could include travel, study, and teaching abroad.
- Provide inservice training which emphasizes speaking and understanding another language for college and high school teachers who need or desire it.
- Reward faculty members who take steps to increase their language fluency and use it in their teaching.

The faculty is central to the realization of the recommendations which follow, and must lead in bringing about the recommended changes. Some faculty will need to increase their own proficiency to put the recommenda-

tions into effect. In an era of steady state budgets and minimal faculty turnover, faculty development becomes essential.

2. Institutions should seek new and creative ways to foster language instruction. Language instruction should be integrated into traditional courses in general education to enable students to extend their language use and competency beyond the language departments. For example:

- Some non-language courses could be taught in foreign languages; an appropriate social science course might be taught in a language such as Arabic.
- Disciplines with an international dimension, such as political science or anthropology, should seek to increase foreign language proficiency for their students.
- Mini-courses in foreign languages could be offered as adjuncts to full unit courses in related disciplines. For example, a section of a course in which lectures were in English could include discussions, reading, and writing in the foreign language. Possibly, extra credit could be offered to students who chose this approach.
- Colleges and universities should make use of multilingual persons, both foreign and American faculty and students, on campus and off, as language teaching resources whenever possible.
- Colleges and universities should encourage new course organization and new delivery systems so that foreign language proficiency can be achieved more efficiently. Technological approaches, such as the use of TV, computer systems, and microcomputers, have assisted the learning process in significant ways.
- To enhance language instruction, institutions should develop courses which study the structure, meaning, and symbolic and non-verbal aspects of language and communication. These could be viewed as adjuncts or even prerequisites for foreign language courses. Such courses would enhance the larger goals of improved communication and understanding.

3. Institutions should work to increase foreign language instruction in business and professional schools, including law, medicine, and journalism. Even mathematics and science would benefit from a greater emphasis on foreign language study, which would give students and scholars access to research done in other countries. Indeed, every area of study should seek to promote language proficiency among its students.

4. Higher education institutions need to strengthen their ties with elementary and secondary schools since there is evidence that children acquire language skills more readily in their early years. Teacher preparation programs, both preservice and inservice, need to give greater emphasis to foreign language study. This includes teaching for proficiency in the language and for increased pedagogical skills. Colleges, universities, and other agencies should sponsor summer workshops in language skills, pedagogy, culture,

and literature for teachers in the field. In addition, institutions of higher education must work with secondary schools in the area of foreign languages to insure a clearer match between the two educational levels in the language development of their students.

5. Institutions of higher education should increase research on foreign language pedagogy and training. Successful language learning techniques developed outside of higher education should also be studied and adopted where appropriate.

6. Consortia and cooperative arrangements should be developed to expand foreign language opportunities for students.

7. Public programs and public service media messages should be launched to make citizens aware of the need for, the use of, and the value of foreign languages, emphasizing that language study will help in understanding neighbors at home as well as strangers abroad.

General Recommendations

The Assembly also makes the following general recommendations:

1. Programs to improve faculty and student competencies in international understanding and foreign languages should be implemented beyond the liberal arts in the following areas:
   - in schools of education because of their graduates' impact on students of the next decade;
   - in schools of journalism and departments of communication because of the role of their graduates in informing the general public; and
   - in other professional schools and/or departments, such as business, engineering, medicine, and agriculture, because their graduates will increasingly be concerned with other countries.
2. The Education Commission of the States should conduct a state-by-state review of foreign languages and international studies at the elementary and secondary levels. The Commission should encourage addition of new language courses and an international dimension to the K-12 curriculum, where found necessary.
3. The National Council on Foreign Language and International Studies should take as one of its highest priorities the integration of international studies throughout the undergraduate curriculum.
4. Organizations concerned with international studies and foreign languages should cooperate more regularly to coordinate future developments in the field and to effectively represent the field to government, to private donors, and to relevant publics.

Conclusion

The Assembly has recommended significant additions to the process of higher education to encourage a strong international dimension to the curriculum. In so doing, the Assembly reaffirms the concept that a liberally educated person is one who is proficient in more than one language and who understands the world in which one lives. Economic factors have pushed international education and language study into the background on many campuses. But shifting world conditions make a strong international focus not only practical but essential. Economic and political as well as educational imperatives call for a return to language study and international learning as an integral part of the curriculum.

Indeed, due to current world economic, political, and social factors, it is no longer meaningful to separate educational motivations from the others. Education for international understanding alone may not promote global harmony. But without it the world seems more likely to revolve in its cycle of political and economic crises. The Assembly recognizes that its recommendations are not a panacea, either for higher education or for the world order. But the suggested changes could be stepping stones, or tools, to be used toward a world where knowledge and security begin replacing ignorance and fear as the lubricants of international relations.

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Background Papers

Developments and Prospects Following the President's Commission on Foreign Language and International Studies, Sven Groennings, Staff, Subcommittee on Education, Arts and Humanities, United States Senate

Foreign Language Teaching, Richard Brod, Director, Foreign Language Programs, Modern Language Association, and Peter A. Eddy, Director, Center for Applied Linguistics

Curriculum Development in International Studies, James E. Harf, Professor of Political Science, The Ohio State University

Interinstitutional Cooperation: An Avenue to the World, W. Werner Prange, Professor and Director, University of Wisconsin, Urban Corridor Consortium

Faculty and Program Development in Foreign Languages, Guy Stern, Vice President and Provost, Wayne State University

Multicultural Education, Bilingual Education, and Ethnic Studies: Implications for Foreign Languages and International Studies, Carlos E. Cortes, Professor of History, University of California, Riverside

(Background papers are available upon request from AAC.)

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